DOCUMENT RESUME

ED 153 902 SO 010 840

TITLE	San Mateo City School District Social Studies Guidelines.
INSTITUTION	San Mateo City Elementary School District, Calif.
PUB DATE	78
NOTE	108p.; Pages 40-99 may not reproduce clearly in hard copy due to colored paper in original document
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Concept Teaching; Cultural Awareness; Cultural Education; *Curriculum Development; Economic Education; Educational Needs; Elementary Secondary Education; Evaluation; *Guidelines; Higher Education; History Instruction; Instructional Materials; *Learning Activities; Political Science; Psychology; Self Concept; *Skill Development; Social Sciences; *Social Studies; Social Studies Units; Sociology; Values

ABSTRACT

The guidelines are designed as a framework around which K-8 classroom teachers can develop a social studies program. The guidelines were developed to provide activities and materials which help students progress from simple to more complex levels of learning and to help teachers better assess social studies knowledge and skill of incoming students. The subject matter and concepts of the materials and activities focus upon human behavior and social interaction. Objectives of the social studies program are to enable students to acquire and recall basic knowledge, understand social science concepts, develop intellectual and work study skills, and understand and respect individual and cultural differences. Course titles for grades K-8 are Me, People, Groups, Communities, Planet Earth, United States Studies, Man: A Course of Study, World History, and American Studies. Activities which relate to content, skills, and self-awareness, involve students in defining terms and concepts, working in groups, class discussion, singing songs, reading and writing assignments, collecting pictures, identifying cultural traits, and describing roles of persons important in United States history. For each activity, information is presented on grade level, type of understanding or skill which the activity seeks to develop, performance objectives, vocabulary definitions, and background. Information is also presented to teachers on criteria for selecting content, teaching about concepts, testing for conceptual understanding, developing skills, and dealing with moral reasoning in a non-controversial manner. (Author/DE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153902

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

MAY 01 1978

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

san mateo city schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sidney Lester

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

social studies guidelines

SO010840

SAN MATEO CITY SCHOOL DISTRICT

SOCIAL STUDIES

GUIDELINES

SPRING 1978

David N. Thomas
Superintendent of Schools

Seymour Bixhorn
Assistant Superintendent for Instruction

E. Al Colum
Director of Curriculum

G. Sidney Lester
Curriculum Consultant

Produced under the auspices of the
San Mateo City School District
Board of Education

Mr. Robert H. Braun
Mr. Albert J. DiMatteo
Mr. Donald M. Hill
Mr. William F. Kenney
Mrs. Sue Lempert

50 Peninsula Avenue
San Mateo, California 94401

ACKNOWLEDGEMENTS

Many hours were dedicated by a large number of teachers and administrators in the thoughtful development of this document. The efforts of these individuals is appreciated.

Inga (Jean) Adams
Priscilla Adams
Donna Berman
Pat Bixler
Sharon Black
Ray Buckridge
Virginia Bush
Anne Campbell
Freddie Carr
Marcia Curran
Leslie Crews
Bob Fitzgerald
Gayle Flanagan
Ed Flank
George Fogerson
Bev French
Joyce Friedman
Diane Fujihara
Mary Lou Green
Frances Haffen
Jan Hammerstrom
Dan Harrington
Martin Harrington
Kathy Hogan
Jeri Hould
Kathy Hume
Walter Jensen
Barbara Jones
Judi Katics
Tim Kerrigan
Dorothy Kissick
Tom Konno
Bill Kramer
Toby Logan
Virginia Lorenat
Robert May
Ernestine Mazzola
Jean McCurdy
Diane McKinney
Greg Mott
Mary Ann Mulliken
Andrew Neustadt
Ruth Nye
Fran O'Donnell
Rita O'Dea
Wendy Painter
Mary Peet
Lyle Petersen
Beverly Phillips
Judy Ross
Geraldine Rubis-Worman
Helen Reidy
JoAnn Sauer
Ray Schmidt
Doris Shriber
Ed Schuler
Cathy Serena
Ruth Smith
Joyce Speed
Diane Torres
Elizabeth Vandenberg
Ron Veronda
Sharon Vogt
Julie A. Watson
Blossom Wilkinson
Charles Yarger

Preface

These guidelines constitute the course of study for the elementary and middle schools of the San Mateo City School District. As such they provide a common core for the development of instructional programs, yet they are intended to provide teachers with a flexible framework that is adaptable to the unique needs of students in this diverse community.

These guidelines are designed to comply with State Framework Code provision, Section 8001: "The governing board of every school district shall keep on file for public inspection the courses of study prescribed for the schools under its jurisdiction. A copy shall be filed with the county superintendent of schools upon request of the superintendent."

There are three additional reasons for the development of these guidelines.

1. The objectives specified herein should allow each student to progress continuously from lower to higher and/or from simple to more complex levels of learning.

2. The guidelines should provide the articulation which will allow teachers at each grade level to have more realistic expectations regarding the knowledge and skills of their incoming students.

3. These guidelines are designed to provide a framework around which the District can develop individual course outlines for each grade level. These course outlines will specify additional supportive activities and materials for the implementation of the course.

TABLE OF CONTENTS

	Page
Acknowledgements	ii
Preface	iii
Table of Contents	iv
A Definition of the Social Studies	1-3
Goals	4
Grade Level Course Titles	5
Social Studies Materials Adoptions	6
A Six Strand Program	7
I. Basic Knowledge Strand	8-9
II. Conceptual Understanding Strand	10-16
III. Investigation Skills Strand	17-19
IV. Social Interaction Skills Strand	20-22
V. Valuing Strand	23-31
VI. Multicultural Strand	32-37
Testing and Evaluation	38
Grade Level Objectives and Activities	39
Kindergarten and Grade 1	40-45
Grade 2	46-52
Grade 3	53-58
Grade 4	59-64
Grade 5	65-72
Grade 6	73-78
Grade 7	79-85
Grade 8	86-92
Appendices	93-99

A DEFINITION OF THE SOCIAL STUDIES

The social studies are defined as that portion of the general education curriculum the function of which is to enable students to become more interested in and rational regarding human behavior and social interaction.

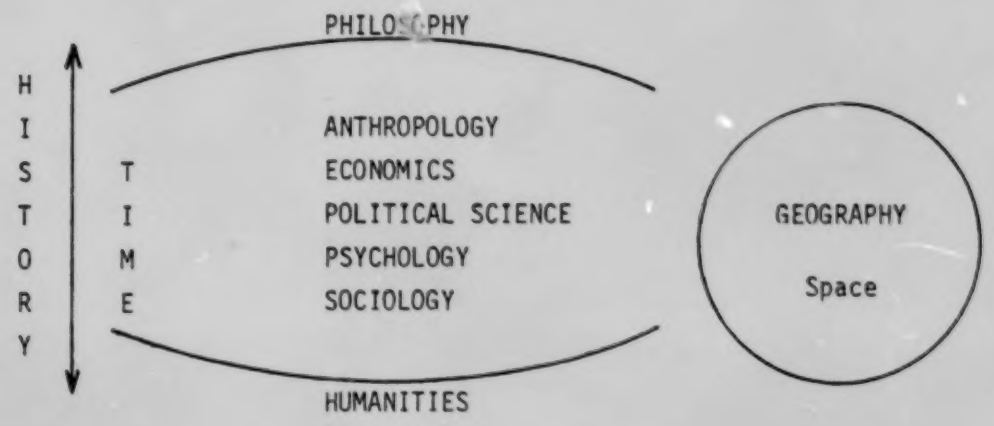
This definition has several implications:

As "general education," social studies is required for all students at each grade level.

Students should develop not only greater rationality, but also greater interest in the study of human behavior. The social studies therefore includes affective as well as cognitive goals and objectives.

Traditionally there has been much confusion about what is appropriate content of the social studies. Some teachers believe that "everything" that goes on in their classroom is social studies. Others believe that social studies is "only what is in the text." Still others believe that social studies must come from one of the social science disciplines. These views are too broad or too narrow.

The social studies draws upon the social science disciplines and whatever other subjects (e.g. philosophy, semantics, logic, the arts, etc.) will enable students to become more rational regarding human behavior and social interaction. A model showing the major disciplines upon which the social studies relies is presented below.



The social studies draws upon philosophy in several ways. First of all philosophy is the "mother" of many disciplines including the social sciences. Philosophical and ethical questions such as, "What is the proper relationship between man and state?", and "What is justice?", are properly dealt with in social studies classrooms. Philosophy also provides the tools for rational thought under such subcategories as logic, semantics and epistemology.

History is not a social science per se, but the study of the relationship of events in time. As such it provides the "content" for the study of all past human behavior.

Geography includes the study of spatial relationships. Geography is partly physical science and partly the study of man's relationship to the earth.

The five behavioral sciences (anthropology, economics, political science, psychology and sociology) look at particular aspects of human behavior in an attempt to discover universals. In so doing they draw upon both history and geography, that is, they use the examples of human behavior that occurred at some time in some place.

Anthropology is the study of cultural behavior.
Economics is the study of the distribution of wealth.
Political science is the study of the distribution of power.

Psychology is the study of individual behavior, particularly mental aspects of behavior. As such, psychology is uniquely important since the other disciplines look "outward" at human behavior and psychology provides the tools for introspection.

Sociology looks at how human beings behave in groups.

The five behavioral sciences are important to the social studies because they attempt to discover the universals of human behavior. History and geography on the other hand focus on the particular events in time and space.

Underlying all of the social sciences are the humanities which are closely related to the fine arts. The humanities are the study of both the creative and appreciative efforts of human beings. Human beings expend great energy in creating, building, painting, composing, performing, etc. They also attend concerts, museums and read great works of literature. No study of human behavior or social studies program would be complete without consideration given to the humanities.

Finally it should be pointed out that human history has been filled with conflicts, social problems and aggressive acts many of which could have been resolved by more rational behavior. The social studies must then, at times, deal with so-called controversial issues. These are the issues which some people would prefer to keep closed rather than opening to rational discourse and thoughtful consideration. It is the obligation of a social studies program to enable students to deal rationally with human behavior, particularly those areas in which rational behavior is most difficult.

Obviously a valid social studies program will not introduce difficult social problems to very young children. These children need concrete experiences and relatively non-emotional content on which to focus. However a valid social studies program would not continue to focus on cold, factual, non-emotional content when students are capable of thinking at higher levels and dealing with social issues. To do so would make a social studies program inconsequential.

The social studies then is focused on the study of human behavior, has the intent of increasing the student's interest and rationality, and draws upon a wide variety of disciplines and subjects. The remainder of these guidelines identify specific goals and objectives for students in kindergarten through the eighth grade.

GOALS

The San Mateo City School District social studies program is based on six major goals. These goals are not listed in any order of importance, but are all considered to be necessary components of a contemporary social studies program.

Goals are statements of general direction and intent, but do not specify measurable learnings. Each of the six goals is identified in these guidelines as a strand under which learning objectives and activities are specified for each grade level.

Goal I. Enable students to acquire and recall basic knowledge which is shared by the members of their society and is necessary for civic competence.

Goal II. Enable students to develop understandings based on data, generalizations, and interdisciplinary and disciplinary concepts drawn from the various social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology.

Goal III. Enable students to develop and practice a variety of intellectual and work-study skills appropriate to the social sciences.

Goal IV. Enable students to participate in activities in the society as individuals and as members of groups.

Goal V. Enable students to reflect on society's values and encourage each individual to develop and clarify a personal set of values.

Goal VI. Enable and encourage students to understand and respect individual and cultural differences and similarities.*

* Goals II through VI are taken verbatim from the Social Sciences Education Framework for California Public Schools.

GRADE LEVEL COURSE TITLES

The following course titles have been selected for the purpose of identifying in a very general way the focus of the selected settings, topics and themes to be studied.

KINDERGARTEN	-	ME
FIRST GRADE	-	PEOPLE
SECOND GRADE	-	GROUPS
THIRD GRADE	-	COMMUNITIES
FOURTH GRADE	-	PLANET EARTH
FIFTH GRADE	-	U.S. STUDIES
SIXTH GRADE	-	MAN - A COURSE OF STUDY
SEVENTH GRADE	-	WORLD HISTORY
EIGHTH GRADE	-	AMERICAN STUDIES

These course titles differ somewhat from the traditional "expanding environment" approach advocated in the 1950's which has received criticism in recent years. This criticism centers around the fact that students do not get a global perspective of the world early enough. These course titles were based on three criteria: 1) they will allow the selection of contemporary materials and programs, 2) they will provide students with a global perspective earlier, and 3) they will broaden the content focus at each grade level. This "broadening" of the content focus will allow more of the knowledge of the social sciences to be included in each course. In addition, this more inclusive approach will allow teachers the freedom to capitalize more on the strengths of their own training and experience.

SAN MATEO CITY SCHOOL DISTRICT
SOCIAL STUDIES MATERIALS ADOPTIONS

GRADE	COURSE TITLE	BASAL ADOPTIONS
K	ME	Me, Houghton Inquiring About Myself, Holt
1	PEOPLE	Things We Do, Houghton Inquiring About People, Holt
2	GROUPS	The World Around Us, Houghton Inquiring About Communities, Holt
3	COMMUNITIES	Who Are We?, Houghton Inquiring About Cities, Holt
4	PLANET EARTH	Planet Earth, Houghton Inquiring About Cultures, Holt
5	U.S. STUDIES	The United States, Houghton Inquiring About American History, Holt
6	MAN: A COURSE OF STUDY	Man: A Course of Study, C.D.A.
7	WORLD HISTORY	The Human Adventure, Addison Eastern Hemisphere, Follett Exploring Civilizations, Globe
8	AMERICAN STUDIES	*America: Its People & Values, Harcourt **Challenge of America, Holt **Let Freedom Ring, Silver

* Heterogeneous or high ability

** Heterogeneous or low ability

All of the District's basal adoptions are listed in the California Instructional Materials Selection Guide.

A SIX STRAND PROGRAM

These social studies guidelines are developed around a format consisting of six strands which are based on the previously stated goals of the program. Each strand will identify specific learning objectives and/or activities for each grade level. The strands have been further broken down into three categories: I. Content, II. Skill, and III. Self-Awareness.

I. Content Objectives and Activities
   1. Basic Knowledge Strand
   2. Conceptual Understanding Strand

II. Skill Objectives and Activities
   3. Investigation Skills Strand
   4. Social Interaction Skills Strand

III. Self Awareness Objectives and Activities
   5. Valuing Strand

- - - - - - - - - - - - - - - - - - - -

   6. Multicultural Strand (This strand falls under all three categories above.)

BASIC KNOWLEDGE STRAND

Knowledge consists of pieces of information which can be recalled or remembered. Knowledge does not imply understanding, it is merely memorized for its own sake. During the curriculum revolutions of the 1960's knowledge in social studies programs was given little attention since it was deemed more important to enable students to conceptualize, inquire and do problem solving. It is now time to reintroduce the memorization of factual information as a useful part of the social studies program in order to provide a more balanced program.

Traditionally it has been difficult to obtain consensus on which knowledge or how much knowledge is basic. When knowledge is overemphasized the social studies becomes trivialized. When knowledge is underemphasized the public is justly appalled at the ignorance of students.

There are two criteria used here on which to select basic knowledge items. For purposes of socialization students should share the body of knowledge which most people in the United States expects its citizens to know and would be surprised if they didn't know. Secondly, students should acquire the knowledge which will contribute to their civic competence.

Another reason for specifying basic knowledge in these guidelines is to help teachers identify the pieces of information which students should memorize and should not have to memorize. The criteria stated above should help teachers distinguish between basic knowledge and information which is more trivial.

The basic knowledge strand is broken down into seven categories or objectives.

1. Names - The student will identify the role and/or title of the individual.
   Example: Columbus = The discoverer of America; or Explorer.

2. Dates - The student will identify the significant event.
   Example: December 7, 1941 = The bombing of Pearl Harbor.

3. Events - The student will sequence in chronological order and/or relate to a larger event.
   Example: 2 World War I
   1 Declaration of Independence
   3 The moon landing
   Example: The bombing of Pearl Harbor = World War II

4. Map identification - The student will fill in and/or match locations and names.

5. Statistics - The student will recall approximations and/or order.
   Example: The population of the U.S. is:
   100,000,000
   ✔ 200,000,000
   300,000,000
   Example: Indicate the area of the three states in order from largest to smallest.
   1 Texas
   3 Rhode Island
   2 California

6. Visual identification - The student will identify name and/or location of the thing represented.
   Example: The following symbols are related to which religion?
   ✝ Christianity
   ✡ Judaism
   ☪ Islam

7. Verbatim - The student will recall text material verbatim and/or identify the source of the text.
   Example: Write the Pledge of Allegience.
   Example: Identify the document from which the following passage is taken. "Four score and seven years ago . . . "

II. CONCEPTUAL UNDERSTANDING STRAND

One of the most important areas of learning in the social studies involves the understanding of concepts. Concepts are the mental tools invented by humans to describe the characteristics that are common to a number of experiences.

As children attempt to make sense and bring order to an otherwise chaotic world, concepts are the tools that enable them to do so. Without concepts they would have to deal with each event, experience and sensory perception individually.

Concepts do not exist in reality, they are not perceivable. Concepts are abstractions that are agreed upon by definition which humans attach to classes and categories of perceptions based on their commonality of attributes.

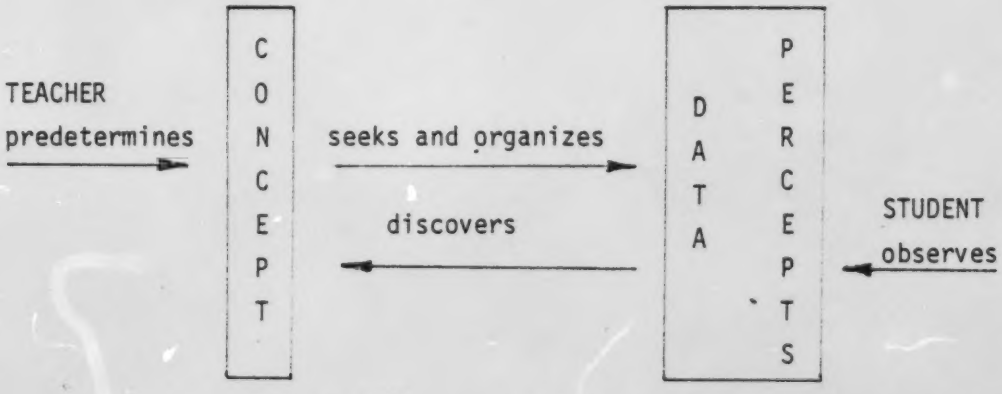
It is impossible to "think" about perceptions. It is only possible to recall them. Concepts are the mental tools which allow thought to occur and therefore the ability to conceptualize is the major factor which distinguishes humans from other forms of life.

Concepts are essentially ideas and as such cannot usefully be memorized, but rather must be understood. These ideas are labeled with a word or a group of words such as "democracy," "manifest destiny," or "ex post facto laws." Concepts and generalizations differ only in form. Generalizations are also ideas, but they are stated in complete sentences. Generalizations are statements which contain two or more concepts, the relationship among which is shown or explicated.

"Human beings interact with both their physical and social environment," is an example of a generalization. A few years ago numerous social studies materials specified the generalizations which students were to learn. It is now understood that it is more effective to teach students 1) to understand concepts and, 2) to learn the rules for generalizing, so that they can discover more generalizations than it is possible to teach them.

Concepts cannot be "told" to students in the way facts or knowledge can. Concepts are learned mainly through inductive reasoning, that is, from the specific to the general. In order to teach concepts effectively teachers must utilize inductive lessons. In an inductive lesson a teacher presents specific data which the student observes and discovers for himself the commonality of their attributes. Teachers can guide this discovery process by asking questions, making suggestions, etc., but not by telling the student what the common features of the data are. The student must tell the teacher in order for the teacher to know that the student understands the concept.

Below is a model of a closed inductive lesson:



This type of lesson becomes useful when students reach what Piaget calls the "Concrete Operations Period," beginning at about age seven. Prior to this time it is useful to teach open inductive lessons to students. Open inductive lessons provide students the opportunity to reason inductively, but do not require that students arrive at "the logical answer," which is most likely beyond their capability.

It is also useful to point out that social studies concepts vary considerably in degree of abstractness. At age seven and later students will be able to understand concepts which have a low degree of abstraction, that is, those that have concrete referents. Examples of such concepts are those which are related to geographic map symbols which students can observe such as roads, bridges, buildings, etc.

Students will not readily understand highly abstract social studies concepts such as philosophy, political ideologies, time span, etc. until they reach the "Formal Operations Period" which begins in early adolescence.

It is important therefore that appropriate social science concepts be selected for emphasis at each grade level. Approximately 350 concepts have been identified by teachers for emphasis in grades K through 8. While these are not the only social science concepts which students will learn, they will enable each student to have a working social science vocabulary.

One of the reasons why conceptual learning has not received adequate attention in the past is that teachers have not had adequate means for testing conceptual understanding. Typically, they have not treated important concepts any differently than other terms which appear on their "vocabulary lists." Below is a list of examples for testing conceptual learning.

TESTING FOR CONCEPTUAL UNDERSTANDING

The goal of conceptual learning is for students to understand concepts and their proper relationships and to internalize them into their thoughts and vocabulary.

Unlike knowledge which is recalled or remembered, concepts require understanding or comprehension. Therefore it is necessary to use different strategies to evaluate conceptual understanding.

Since concepts represent abstract ideas, they can be partially or fully understood. Consequently it is possible to test for lesser or greater understanding of any concept. The following test examples are arranged, more or less, in order of their ability to assess lesser to greater understanding. For purposes of clarification the concept being tested for in each example is underlined.

1. Ask the student to choose the best synonym from a list.

   Example: <u>Religion</u> is most like

   a. Feeling
   b. Belief
   c. Attitude
   d. Opinion

2. Ask the student to give a synonym.
   Example: A synonym for status is _____.

3. Ask the student to distinguish between examples and non-examples of the concept.
   Example: Place an (X) by each country in Asia.

   _____ Israel _____ Greece
   _____ India _____ Turkey

4. Ask the student to give an example of the concept. Examples might be either real or hypothetical. Or teachers might ask students to locate examples in a text.
   EXAMPLE: Give an example of erosion.

   _____

   EXAMPLE: Give an example of a 20th Century explorer.

   _____

5. Ask the student to identify the best example from a list.
   Example: Place an (X) by the best example of Manifest Destiny.
   a. "Walk softly and carry a big stick."
   b. The Spanish-American War
   c. The Gold Rush of 1849
   d. Gun boat diplomacy

6. Ask the student to define the concept in his own words. (Two things can be evaluated here, a) the quality of the definition and b) the form of the definition.)
   Example: Define desert in your own words.

   _____

7. Ask the student to fill in the blank from a list of concepts.
   Example: The company used several kinds of _____ systems to keep its employees informed.
   a. mechanical c. communication
   b. electronic d. telephone

8. Ask the student to fill in the missing concept from text material in which there are sufficient contextual clues. This is called "cloze" procedure.

   EXAMPLE: Fill in the missing word.

   Before the Civil War the judges on the Supreme Court ruled that _____ were property, not citizens. These people were not accorded the rights which they were given later.

9. Ask the student to identify the larger, most comprehensive concept from a given list.

   Example: Circle the concept which is the most comprehensive or larger than the others?

   a. desert
   b. landform
   c. weather
   d. geography

10. Ask the student to identify the smallest or least comprehensive concept from a given list.

    Example: Circle the concept which is smaller or less comprehensive than the others.

    a. government
    b. citizen
    c. institution
    d. society

11. Ask the student to correct statements which are incorrect in one respect.

    Example: The following statement is written incorrectly. Make a change in the statement which will make it read correctly.

    The rain forest has little vegetation, and a great deal of precipitation.

    The antarctic is a region located at the north pole which is covered by ice all year round.

12. Ask the student to distinguish between good and bad or complete and incomplete definitions of the concept. The teacher should provide definitions which are similiar, but one should be most accurate.

    Example: Which definition of caste is best?

_____A group of rich or poor people.

_____A class of people who have high or low status.

_____A group of people born into a particular class.

_____A group of people who move from one country to another.

(Make certain that multiple choice items are not "given away" by the fact that the correct answer is always the longest or shortest item.)

13. Ask the student to distinguish between denotations and connotations.

    Example: Place an (X) by the statement which is closest to the definition of welfare. Place an (O) by the meaning which is frequently implied as people use this concept.

    _____ Money which is given to people which they did not earn.

    _____ Money which is given to people which they do not deserve.

14. Ask students to indicate which generalizations are valid (true) and which are not (false).

    ____ Flora and fauna in the tropics mature and die more rapidly than they do in the mid-latitudes.

    ____ When organizations lose their function they tend to turn their energies into the perpetuation of the organization.

    ____ When the survival of an organism is threatened it increases its sexual activity.

15. Ask the student to relate the concept to other concepts within a generalization. Each statement written by the student will have to be judged in terms of whether it "makes sense", but not on how "profound" it is.

    Example: Write the word interest in a sentence which includes the word money.

    _____

    _____

Example: Write six sentences in which the following pairs of words are combined.

interest - profit
interest - rate
interest - bank
interest - savings
interest - risk
interest - inflation

16. Ask students to choose the best generalization from a given list.

Example: Place an (X) by the generalization below which is best.

a. History repeats itself.
b. There are certain cyclic patterns in historical events.
c. Each historical era is completely unique.
d. History tells us nothing about the future.

17. Ask the student to write a paper in which he explains the distinctions between two similar concepts.

Example: Write a paper in which you explain how the meanings of folkways and mores are the same and how they differ.

18. Define a concept and offer a variety of possible concept terms to match with the definition.

Example: _____ means a form of government in which laws are made by elected representatives of the people.

A. socialism
B. republic
C. democracy
D. anarchy

III. INVESTIGATION SKILLS STRAND

Skills are different from either knowledge or understanding. Knowledge is committed to memory so that it can be readily recalled. Understanding involves ideas which are usually grasped as "the light dawns," sometimes called the "aha" phenomenon.

Skills have the following five characteristics.

1. A skill is a physical, emotional and/or intellectual process.
2. A skill requires knowledge, but knowledge alone does not insure proficiency.
3. A skill can be used in a variety of situations.
4. A skill can be improved through practice.
5. A skill is often made up of subskills that can be identified and practiced separately.

Strand III of these guidelines is entitled Investigation Skills. This strand includes those skills which have been called library skills, research or resource skills and also those which have been called inquiry or critical thinking skills. Skills have been divided into many different kinds of categories, and there seems to be no best way to classify them.

Skills are all "ing" words. They are processes, or the things students learn to "do." Educators who believe that schools should focus on skills rather than content are said to be "process oriented."

One way to think about the mental processing that students can do is to look at the ways in which computers operate. Computers are designed to do 1) intake operations 2) processing operations and 3) output operations. Using this model it is possible to divide investigation skills into 1) data collection skills 2) organization skills and 3) presentation skills. Some of the specific skills which would fall under each of these three categories are listed below. In Strand III, objectives will be specified for each grade level in each of these three categories.

INVESTIGATION SKILLS

1. Data Collection Skills	2. Organization Skills	3. Presentation Skills
Observing	Comparing	Writing--plays, poems, letters, stories, scripts, skits, etc.
Identifying	Contrasting	Reporting orally
Listening	Categorizing or Classifying	Telling stories
Reading	Inferring	Showing graphs, maps, models, timelines, pictures, etc.
Tallying	Making distinctions	Acting, miming, physically demonstrating, etc.
Counting	Graphing	Explaining
Interviewing	Mapping	Debating
Note taking	Making time lines	
Questioning	Synthesizing	
Writing Questionnaires	Outlining	
Finding resources: books, evidence, etc.	Writing bibliographies	
	Developing hypotheses	
	Making models	
	Defining	
	Analyzing	
	Generalizing	
	Evaluating with criteria	

It will be noted that data collection skills focus on information being received by students. Organization skills focus on students "thinking" about information they have received. Presentation skills focus on students sharing information with others, after they have thought about it and "reorganized" it in some manner.

Most social studies classes have overemphasized "intake" activities for students and have not placed sufficient emphasis on organization and presentation skills. Data collection skills involve both reception skills such as listening to lectures and watching films, and information seeking skills, which students can obtain from libraries and books and also from people via questionnaires and interviews.

When students have information they should process or organize that information in some manner. They should spend a considerable amount of class time comparing, contrasting, making graphs and time-lines, defining, analyzing and generalizing the information they have obtained.

Students should finally be asked to sharpen their presentation skills by giving information to others and by having others critique not only the content of their presentation, but also the manner in which it was presented. At each grade level specific objectives will be identified which call for students to become proficient in all three skill areas.

In addition to developing skills in these areas students need to become conscious of the skills they are acquiring and understand which skills should be applied or used at which times. In order to do so they need to understand a number of methodological concepts. In Strand II substantive concepts are identified, that is, concepts which deal with the content being studied. In this Strand students need to learn concepts which specify how one uses information.

Some of the methodological concepts which students should learn in K-8 social studies are listed below. These will be identified in objectives in Strand III at each grade level.

METHODOLOGICAL CONCEPTS

concept	data	bibliography
generalization	evidence	observation
hypothesis	bias	prediction
primary source	propaganda	trend
secondary source	definition	graph
cause and effect	objective	analysis
multiple causation	subjective	structure
value judgement	inference	function
history	sociology	political science
geography	psychology	archeology
economics	anthropology	philosophy

IV. SOCIAL INTERACTION SKILLS STRAND

Social interaction skills are different from information receiving, processing and presentation skills. Social interaction skills imply that a student will develop a self-conscious awareness of his own behavior in relation to others. Furthermore the student will develop an analytic framework for improving his interpersonal relations and his ability to work effectively with others.

Teachers can assist students in this area by continually asking students to critique and evaluate their own behavior after they have been involved in an interaction activity. Note that the students are involved in doing their own critique and evaluation. The teacher does not do it for them.

To critique something means to have criteria for making judgements. What are the criteria, the tools and organizers, which will allow students to critique their social interactions and allow them to improve their skills? The organizers for improving social interaction skills fall into four categories. They are:

1) Understanding democratic principles
2) Understanding the nature of human behavior
3) Having an empathy for others
4) Having a positive self concept.

Each of these categories has numerous sub-categories which are listed below. Each of these sub-categories can be discussed with students and then the students can critique their social interactions based on these ideas.

1. Understanding democratic principles.
   - . the Golden Rule
   - . the Social Contract
   - . equality of rights for all people
   - . open mindedness
   - . group decision making
   - . creative problem solving
   - . cooperation
   - . equal justice for all

. individual freedom and responsibility
. understanding of the consent of the governed
. the necessity of leadership
. majority decision and protection of minority rights
. equal opportunity for all
. the need for consensus in problem solving
. the usefulness of compromise
. the willingness to accept the decision of the majority

2. Understanding the nature of human behavior.
   . the desire to participate in decision making
   . the need for self expression
   . the need for individual integrity
   . the need for self respect
   . the need to belong to a group

3. Having an empathy for others.
   . a concern for the welfare of others
   . a concern for larger numbers of people
   . a concern for those unable to speak on their own behalf
   . the willingness to accept others as they are

4. Having a positive self concept.
   . the acceptance of responsibility for self
   . the ability to play a variety of roles within a group
   . the willingness not to take advantage of others
   . the willingness to view one's own behavior objectively
   . the ability to praise and reinforce other people
   . the understanding that respect is earned.

Unlike other teachers social studies teachers have a specific responsibility to assist students in the development of improved social interaction skills. Students should leave each social studies course with a greater awareness of their own interpersonal skills, increased responsibility for their own conduct, and an awareness of more effective social interaction techniques.

For the social studies teacher the classroom is not merely a place for studying content, it is also a laboratory for the direct observation and analysis of human behavior. It is also the place

where students are allowed the opportunity to practice, fail, analyze and repractice their social interaction skills. The development of social interaction skills is not the only part of the social studies program, but it is one that should never be omitted from the program.

V. VALUING STRAND

Values education by its very nature is potentially controversial and therefore requires considerable justification and explication in this document. There is no question that valuing should be taught in the social studies today, but the reasons for why that is true will be specified here. Also, since there are competing strategies for values education, the strategies which should and should not be used will be explored.

Why teach values?

1. One extrinsic reason for teaching valuing is that it is included as one of the five goals in the California Social Sciences Education Framework.

2. A better reason is that social studies teachers have the specific responsibility to help students deal consciously with their own attitudes, values and feelings as they attempt to improve their social interaction skills.

3. It is also necessary to deal with the values of people as we study the wars, social and political movements, and conflict situations which have occurred throughout history.

4. Another extrinsic reason is based on the fact that 79% of American adults (according to a recent Gallup survey) believe that schools should deal with "morals" in children's education.

5. One tentative reason for teaching valuing is that evidence is now emerging (from both Kohlberg and Piaget) that it is possible to develop moral reasoning in children in the same way that educators address themselves to the child's cognitive development.

6. A final reason is based on the realization by educators, at long last, that it is impossible not to teach values to students, and therefore it is better to deal with valuing explicitly rather than implicitly.

Are there any reasons not to teach valuing?

It would be difficult to make a legitimate case for omitting values education entirely, particularly in light of the fact that it is impossible to do so. There are two very good reasons for dealing with values education cautiously however. The first reason is based on the fact that in the United States individuals are granted the right to hold beliefs or adhere to creeds which are contradictory to those of the society at large, as long as those individuals do not engage in seditious acts.

The second reason for approaching valuing with some caution is a legal one. There have been two recent court cases in which the plaintiffs won suits against the schools for "teaching values," because they violated the rights of the students which constituted an invasion of privacy of the family.

These two arguments do not suggest that valuing should not be taught, but they do suggest that values education should be taught correctly. This brings us to the next concern and that is how should valuing be taught and with what objectives in mind.

Approaches to values education.

Values education has received a good deal of attention in educational circles in recent years. However some educators have not been aware of the fact that there are a number of distinctly different approaches to values education. Nor have they been aware of the subtle distinctions in methodology and objectives of these different approaches.

While the five different approaches identified below are not comprehensive, an exploration of some do's and don't's for each one will serve to establish guidelines for values education for the District social studies program. The five different approaches to values education are entitled: 1) inculcation, 2) values clarification, 3) values analysis, 4) action learning and 5) moral development.

Inculcation

This traditional approach assumes that value universals exist and that they should be transmitted to students. The strategies involved are modeling and telling or moralizing. The objectives are for students to be "good," and for students to develop a conscience which will tell them "right from wrong."

Pros: It is necessary and appropriate that teachers model appropriate behavior for students in certain ways. It is far better for teachers to behave openly, intellectually curious, empathetically, respectful of the rights of others, etc. than otherwise. Philosophers and psychologists agree that two universal values do exist. One is the need for a positive self concept and the other is the equality of rights of all humans.

Cons: Moralizing should be abandoned by teachers simply because it is an ineffective method of instruction and because better ones exist. Also moralizing is a poor method because values are too important for students to adopt, merely because someone told them they should do so whether they understand them or not.

Inculcation advocates naively assumed that it was possible for people to be kind, honest, independent, cooperative, truthful, etc. In actuality life constantly demands that choices be made among these various "goods." No one can be all of these things all of the time and it is unrealistic for teachers to impose such expectations on students.

Value clarification

This approach has evolved from the work of Raths, Simon, and the proponents of humanistic psychology and has become one of the more popular contemporary approaches to values education. Briefly the purpose of value clarification is for the student to become aware of and explore his own values and his value priorities. He is also

encouraged to share (verbally) his values with others and act upon them. This then becomes a process of self-actualization which is arrived at internally as opposed to inculcation in which values are imposed on the student from outside.

The strategies in value clarification involve the student in writing or stating his own preferences, favorite activities, etc. and analyzing these values in terms of his actual behavior, and the positive and negative aspects of each. Finally the student is encouraged to verbalize and act out those preferences which he has clarified and justified for himself.

Pros: There is much to be said favorably about values clarification. Students should attempt to discover their own real values as distinct from those which adults have imposed upon them. Secondly it is healthy psychologically to understand that your actions should reflect your own stated values rather than having your stated values contradicted by your own behavior. Thirdly by sharing and having others verbally share their value positions one learns that a variety of value positions are held by people, and hopefully acquires the knowledge that throughout life he will have to deal with people with different values. To bring an analytic viewpoint to something as subjective as personal values fits within the spirit of a contemporary social studies program.

Cons: There are a couple of logical flaws in values clarification. This strategy tells the student that he should 1) choose alternatives, 2) choose thoughtfully, 3) prize his choice 4) affirm his choice, 5) act upon his choice 6) act repeatedly, over time _____ and that he should 7) choose freely. But what if he chooses freely not to do items one through six? These seven values, of Rath's, Simon's, et al are being imposed upon the student.

While the above flaw in values clarification may be educationally justifiable, it presents other problems. As educators we cannot require that students share any of their value preferences with us or their peers. To do so can indeed be considered an invasion of privacy.

Do not confuse this issue with our obligation as educators to require students to talk in class. We can and should require students to talk in the same way we require students to read and write. These are skills which they need and we are obliged to teach.

Students are not however required to talk about personal matters, home life, personal values, their religion and other items which might well be considered an invasion of privacy.

Values analysis

This approach to values education is the one that has traditionally been advocated by the leading authorities in the social studies (Hunt and Metcalf, Massialas and Cox, Oliver and Shaver, Taba and Jack Fraenkel). This approach emphasizes rationality as students are asked to analyze the facts and weigh the probable consequences of actions related to various social issues. The student's judgements are to be guided by logic and reason rather than by personal preference and conscience.

The methods involved in this strategy occur within class or small group discussion and may be in Socratic style. The student is asked to review the facts, question the assumptions, apply analogous cases, and point out logical and empirical inconsistencies in arguments. Finally the student is asked to make decisions on various issues based on the comparative "goods" to be derived.

Pros: This rationalist or empiricist model for valuing assumes rationality on the part of the student and assumes that students can distinguish between objective and subjective preferences. Furthermore it is designed to enhance the student's cognitive development.

Cons: This approach will not enable a student to become aware of his own values and the range of values held by others. Probably the weakest point in this approach is that it assumes a capacity for logic on the part of the student regardless of age, which runs contradictory to the conclusions of cognitive psychologists.

Action learning

This valuing strategy is one which is not commonly found in schools, and when it is, it is usually the result of one teacher's efforts. In some ways this model can be said to have been derived from the action oriented movements of the 1960's.

This approach is based on the premise that the student should move beyond thinking and feeling to acting and that this action should take place in the real world of the community rather than in the hypothetical world of the classroom. Valuing in this way is seen as a process of self-actualization as students choose issues, take sides and work toward their solution.

In this strategy the student is not viewed as active (analysis and clarification) or reactive (inculcation), but rather as interactive with this environment and society. His values are defined by the causes he chooses and the actions he takes regarding local issues which affect him. The methods here involve skill practice in group organization and interpersonal relations and engaging in activities in the school and community.

Pros: A major advantage of this approach is that it asks students to deal with reality -- real issues, and here and now issues, rather than the dead issues of the past, or hypothetical issues of the future. Secondly it enables the student to receive more immediate feedback regarding his personal effectiveness or ineffectiveness. Thirdly, there is evidence from political socialization studies which indicates that active participation on the part of students will insure future efforts and participation in the democratic process.

Cons: The pro arguments for this strategy seem rather strong and the anti arguments appear initially to be correspondingly weak. The first problem deals with the function of schools. Are they educational organizations or political organizations? The fact is that many communities will not indulge student action projects, or at least they will not allow action projects of a certain type.

If students engage in "helpful" activities of a rather innocuous nature the community will indulge the activity. If, however, students take sides on hot political issues, the community will likely object to such student behavior as a school initiated activity.

Another fault with this strategy is not with the strategy itself, but its implementation. Teachers who initiate this type of action project frequently do so because of their own "personal causes" which then become the children's causes. The students then do not "choose freely" the cause that they are to work on, but are conned into believing that it is their cause. Furthermore, students in a teacher's class are more often than not all working on the same side of the same issue. Consequently they do not learn that a variety of value positions are held by reasonable people. They learn that the opposition is the bad guys. Another problem with this strategy is that defeat in a social action project by students can be extremely harmful to youthful egos and cause undesirable learning outcomes.

Moral development

This approach emerges from the research in recent years of Jean Piaget and Lawrence Kohlberg. The moral reasoning approach assumes (based on evidence) that children develop more complex moral reasoning which proceeds through successive and sequential stages. This approach does not deal with values per se, but rather with the stages of moral reasoning of which children of different ages are capable. These stages focus on moral dilemmas such as fairness, justice, equality and human dignity.

The method for assisting a student develop his moral reasoning is 1) partly dependent on his age 2) requires that his current stage of development is diagnosed 3) requires the use of specific moral dilema problems and experiences, which 4) require rather sophisticated training for teachers.

Pros: There is considerable evidence that moral development stages are real and that certain experiences will facilitate movement to a subsequent stage. There is also general agreement by educators that promoting a child's moral development is a desirable goal.

Cons: There are no real reasons for not advocating the development of moral reasoning. The problem lies in the fact that this "approach" is really more appropriate for clinical psychologists than it is for classroom teachers.

Moral development as a valuing strategy for educators is not really comparable with the preceding four strategies which deal with ways of thinking about values. Eventually, perhaps, some definite usable teaching strategies will emerge from the research being conducted in this area. Until then, this is an area which educators should be aware of, but not one that provides practical classroom strategies at present.

Summary

There are several things which should be done and not done regarding values education. First of all values do exist, and it is appropriate for teachers and students to deal with values and not pretend that they don't exist. Also values should be dealt with in a way so that they do not appear to be irrelevant.

Students should learn that people can and do have legitimately different values. Students should learn something about their own value orientation and how it differs from others. Students should also learn that all values are not equally valid, and that in some cases some values are better than others. Students should become aware of the fact that certain situations demand that people choose one value over another.

Teachers should be aware of the fact that students have rights of privacy and that they should not be required or pressured into sharing all of their values publicly. Sometimes this means that teachers will ask students to write down or think about their values,

but will not ask students to share these thoughts with others.

Students should learn the skill of identifying value judgements. They should also learn that logic and rationality can be applied to the analysis of social issues.

Matters of classroom discipline should be dealt with by teachers and students in discussions regarding shared values. The best discipline comes from teachers and students agreeing upon classroom rules, rather than teachers merely imposed rules on students.

Teachers should model certain types of behaviors which they wish students to adopt. This modeling should be done without hypocrisy, that is, teachers should model those behaviors in the classroom that they also maintain outside of the classroom.

Finally, teachers should not tell students to adopt values which the teachers doesn't practice or believe in. For example, a teacher should not tell students to respect the opinions of others and then "put down" students for their opinions.

VI. MULTICULTURAL STRAND

This strand is unique from others included in the social studies program. Multicultural education cuts across several subject areas (art, music, English, foreign language, etc.) and is not exclusively the province of the social studies. This strand is also unique in that it contains objectives related to knowledge, conceptual understanding, social interaction skills, and valuing.

The multicultural goal from the Social Sciences Education Framework for California Public Schools is stated as follows:

> Enable and encourage students to understand and respect individual and cultural differences and similarities.

This goal quite properly implies that multicultural education is concerned with more than cultural and ethnic differences. This goal calls for the elimination of negative or sterotypic attitudes towards individuals because of their sex, age, or physical or mental handicaps as well as cultural differences.

However, this goal is overly modest. A contemporary multicultural education program should attempt to accomplish more, and should also include as a goal:

> Enable and encourage students to interact effectively and harmoniously with members of other cultural and ethnic groups.

This more ambitious goal calls for a variety of objectives which will be specified within this strand of the social studies program. There are several areas that teachers should focus on if we are to help students achieve multicultural education objectives.

Positive Self-Concept

In order for children to have respect for others he must have respect for himself as a unique individual. In this way he is able to appreciate the uniqueness and value of all individuals. Unfortunately some self-concept tests have shown a positive correlation with ethnocentric attitudes. It is necessary to help children to develop a positive self concept without deprecating others.

A Global Perspective

Students need to obtain a global perspective much earlier than has been the case in traditional social studies programs. This is one of the reasons for identifying "Planet Earth" as the content focus for the fourth grade.

At every grade level students should be exposed to pictures, artifacts, clothing, food, music and literature and throughout the world. The purpose here is to make students familiar with the things people have and do all around the world, before they become so used to seeing only American things that they consider other people's things as "strange" and "wrong."

A second part of obtaining a global perspective is to understand the total interdependence of all people on the Earth. Pollution and environmental and over-population and resource problems should always be spoken of as "world" problems, which they are.

A third way of providing children with a global perspective is to point out where the things around us come from. Teachers should take every opportunity to point out: Coffee comes from Brazil. We get pepper from Indonesia. Your parents car was made in Japan, etc.

Subjective Culture Knowledge

Studies indicate that the kind of knowledge we obtain about other people in the world affects our attitudes toward those people.

It is very important not to reinterpret how other people think about the world. Subjective cultural knowledge means the way a group of people think about and explain the world in their culture.

When people in other culture and ethnic groups are studied, the attempt should be made to discover what they think is the right kind of government, their most important cities, the best religion, is fair, is important, is the right way for the family to be organized, are the proper rituals for dying, are interesting sports, etc. It is important that we do not present information about how we think they think. This means that the best sources of information about other people are the people themselves.

Isomorphic Attributions and Reciprocity

These two concepts, which sound foreboding, represent the same general idea; an idea which is absolutely crucial to multicultural education. Isomorphic attributions (a term coined by Harry C. Triandis) and reciprocity (a Piagetian term) mean the ability to put yourself into someone else's head, or shoes, and see the world as he sees it.

Culture clashes occur mainly as a result of not being able to understand the other person's point of view. Reciprocity, as Piaget calls it, develops slowly throughout childhood. The young child, from birth through age seven, according to Piaget, is in an egocentric stage. This stage does not allow the child to understand other people's logic or any perspective other than his own.

After age seven the child can begin to develop the concept of reciprocity, but some people, as we know, never develop this ability even as adults. Piaget suggests that role playing is an excellent activity to enhance the development of reciprocity.

Triandis, a social psychologist who has developed cultural training materials for adults, suggests that the key is learning about subjective culture. If one can learn how another culture group thinks, then one can say, "If I were a member of that culture group, then I would act just as he does".

The cues for teachers are to ask students to role play -- or attempt to explain how a member of another culture group would feel, act, and think. And secondly to provide more subjective culture knowledge about specific cultures to students so that they can improve their skill. When the student can role play or explain what it means for the Asian not to "lose face", then the student has attained a degree of reciprocity.

Culture concepts

In order for students to be able to think about cultural and ethnic groups they need to understand the basic concepts related to culture. Some of the concepts which students need to understand include: ritual, custom, mores, folkways, cultural traits, ethnocentrism, sterotype, racism, bigotry, chauvanism, etc.

These concepts should be introduced and discussed whenever the content of the course make it appropriate. Students should incorporate these concepts into their thinking and vocabulary.

Direct interaction

Whenever it is possible to interact directly with members of the culture group or ethnic group being studied then classes should do so. Since our School District has representatives of many cultural and ethnic groups within it, this is not a difficult problem. There are a variety of guidelines that will make these intercultural interactions most profitable for students.

GUIDELINES FOR DESIGNING INTERCULTURAL ACTIVITIES

Count one point for each yes answer.

1. Will there be cooperative student/teacher planning of the intercultural activity beforehand?
2. Will the students be engaged in a pleasurable activity free from cross cultural competition?
3. Will additional resource people and/or parents be involved in the activity?
4. Will the activity be related to the goals and objectives of the regular classroom curriculum?
5. Will students be taught and expected to use observation and/or other kinds of skills during the activity?
6. Will students be able to discuss any apprehensions they have and learn what behaviors might be non-reinforcing to members of the other culture group?
7. Will students be in direct contact with the other culture group?
8. Will students be able to observe the other culture group in "normal" activities, that is, activities they would be engaged in if the students were not there?
9. Will students be able to interact with the other culture group independent from the influence of the teacher?
10. Will students be required to speak the language of the other culture group, however basically?
11. Will there be a follow-up debriefing, discussion or review of the activities engaged in by the students?
12. Will the students be encouraged to compare and contrast their observations with their experiences in their own culture?
13. Will the students be encouraged to freely discuss their feelings regarding the intercultural experience?
14. Will the activity lead to the development of future contacts between the students and the other culture group?

Rating of activities: Seven points or less equals a below average intercultural experience.

Eight points or more equals an above average intercultural activity.

WHAT KINDS OF INTERACTIONS SHOULD BE AVOIDED?

1. Interactions for which students are unprepared.

2. Interactions in which students are expected to behave like adults.

3. Interaction situations in which teacher is interested, but students are not.

4. Interaction situations in which students are merely passive observers.

5. Interaction situations which focus more on things than on people of other cultures.

6. Interactions which are unrelated to other classroom activities.

7. Interactions which involve competition between teams representing two culture groups. (Mixed teams are okay.)

8. Interactions which do not require students to use learned skills.

9. Interactions which are "staged" or show the other culture group acting "better or worse" than they do normally.

Foreign language

One of the major keys to being able to interact effectively with members of another culture is the ability to speak their language. Obviously, communications are difficult if not impossible when two people do not speak one another's language.

While it is really not the task of social studies teachers to teach a foreign language, they can introduce some foreign terms and phrases when they are appropriate. Again this will reinforce the global perscpective concept since there are many words which now have world wide use.

Testing and Evaluation

Of the six strands identified in the social studies program three are essentially cognitive and lend themselves to objective testing. These strands deal with 1) basic knowledge, 2) conceptual understanding, and 3) investigation skills. The objectives identified for these strands are stated in behavioral terms and wherever possible criterion referents are included.

Two of the strands in this program refer to essentially affective objectives which do not readily lend themselves to objective testing. These include 4) social interaction skills, and 5) valuing. The objectives for these strands are best evaluated by direct observation of student behavior in the classroom over a period of time. It would be useful for teachers attempting to assess learning in these areas to maintain anecdotal records of each student. The objectives for these two strands are stated in terms of activities in which students should participate.

The final strand, 6) multicultural is unique from those above. It contains both cognitive and affective objectives. Therefore the objectives cited in this strand include both behavioral and activity items.

The District will attempt to assess the effectiveness and appropriateness of this program. Therefore both norm referenced and criterion referenced test will be administered to students. While the testing policy may change over time, two tests will be administered initially. The 1978 Metropolitan Achievement Test Advanced Level One Form JS will be administered to eighth grade students. A criterion referenced test devised by the District will be administered to fifth grade students.

Grade Level Objectives and Activities

The objectives and activities that follow are not intended to represent the entire social studies program at any grade level. Rather they represent a baseline program for all students throughout the District.

This program is not designed to usurp all of the time which teachers and their students devote to social studies. Teachers are expected and encouraged to embellish their program based on their own background, areas of interest and expertise.

KINDERGARTEN: ME
FIRST GRADE: PEOPLE
STRAND I - BASIC KNOWLEDGE

K.1

The student will be able to recall his own:

- . name
- . address
- . mother's name
- . father's name
- . names of brothers and sisters
- . parent's occupations
- . birthdate
- . city
- . state
- . country
- . number in family
- . classroom number
- . teacher's name

The student will be able to visually identify the following traffic signs:

- . stop
- . go
- . wait
- . railroad crossing

The student will be able to orally give the Flag salute with the class.

KINDERGARTEN: ME
FIRST GRADE: PEOPLE
STRAND II - CONCEPTUAL UNDERSTANDING

K-1

The student will understand and incorporate into his vocabulary the following concepts.

SENSES	NEEDS	VALUES	FEELINGS
see	need	kind	feel
look	want	friendly	happy
smell	air	cooperate	sad
taste	water	share	afraid
touch	rest	truth	angry
hear	food	good	hungry
	safety	lies	sleepy
		bad	tired
			safe

ENVIRONMENT	PEOPLE	RELATIONSHIPS
house	me	long
home	man	short
school	woman	tall
neighborhood	baby	cold
farm	children	little
city	teacher	big
park	principal	first
rain	adult	last
sunny	mother	middle
fog	father	beginning
snow	parent	end
pollution	baby sitter	hot
map	friend	more
	person	less
	people	opposite
	family	change
	aunt	outside
	uncle	inside
	cousin	far away
	grandparents	

KINDERGARTEN: ME
FIRST GRADE: PEOPLE
STRAND III - INVESTIGATION SKILLS

K.1

The student will be able to:

- . dial the operator
- . read the phone number
- . give his home address

* These skills are to be added to those in preceding grades.

KINDERGARTEN: ME
FIRST GRADE: PEOPLE
STRAND IV - SOCIAL INTERACTION SKILLS

K.1

The student will:

- . work with others in a group.
- . reach consensus with other group members.
- . develop classroom rules with the teacher.

* These skills are to be added to those in preceding grades.

KINDERGARTEN: ME
FIRST GRADE: PEOPLE
STRAND V - VALUING

K.1

The student will:

- compile a "me" book which includes his 1) favorite color 2) favorite person 3) favorite sport or game 4) favorite ice cream flavor 5) favorite food 6) favorite place to be 7) T.V. show, etc.
- list with the teachers help all the places he'd like to go to.
- tell why he likes shool to the class.
- tell the class the things he likes to 1) share and 2) keep for himself.

KINDERGARTEN: ME
FIRST GRADE: PEOPLE
STRAND VI - MULTICULTURAL

K•1

The student will:

- Identify and orally list the physical needs of all humans.*
- Learn to sing a song in a foreign language.
- Make a collection of pictures of people in ethnic or foreign dress.
- Identify four ways in which all people are alike.

* See Basic Needs of All Humans in index.

SECOND GRADE: GROUPS

STRAND I - BASIC KNOWLEDGE

2

The student will be able to recall the role, title or name of the following:

- Columbus
- Abraham Lincoln
- Current President
- Martin Luther King
- George Washington

The student will be able to visually identify the following:

- Martin Luther King
- Lincoln
- Washington
- Current President

The student will be able to identify the events that occur on the following dates:

- October 12 - Columbus Day
- October 31 - Halloween
- December 25 - Christmas
- January 1 - New Year's
- February 12 - Lincoln's Birthday
- February 14 - Valentine's Day
- February 22 - Washington's Birthday

The student will be able to sequence the following in chronological order:

- Indians
- Columbus
- Pilgrims
- Washington
- Lincoln
- Current President

SECOND GRADE: GROUPS

STRAND I - BASIC KNOWLEDGE (Continued) 2

The student will be able to locate and identify on a map:

- . North America (on a World map)
- . California (on a U.S. or World map)
- . San Francisco (on California or U.S. map)
- . San Mateo (on a California map)
- . Pacific Ocean (on a World, U.S. or Calif. map)
- . Biggest continent
- . Biggest ocean

The student will be able to recall his own:

- . name
- . address
- . city
- . state
- . phone number

The student will be able to recall:

- . Days of week in order
- . Months of year in order
- . Seasons in order

SECOND GRADE: GROUPS

STRAND II - CONCEPTUAL UNDERSTANDING 23

The student will understand and incorporate into his vocabulary the following concepts:

HISTORY
- time
- past
- present
- future
- calendar

GEOGRAPHY
- land forms
- continent
- ocean
- island
- lake
- peninsula
- bay
- direction
  - north
  - south
  - east
  - west
- equator
- poles
- seasons
- globe

ANTHROPOLOGY
- language
- holidays
- tools
- basic needs:
  - air
  - water
  - food
  - clothing
  - shelter

POLITICAL SCIENCE
- rules
- government
- responsibility
- choice

ECONOMICS
- workers

SOCIOLOGY
- school
- community

OTHER
- writing
- sign
- listening
- symbol

SECOND GRADE: GROUPS

STRAND III - INVESTIGATION SKILLS 23

The student will be able to identify and follow directions indicated by all pedestrian and traffic signs.

*These skills are to be added to those in preceding grades.

SECOND GRADE: GROUPS

STRAND IV - SOCIAL INTERACTION SKILLS

23

The student will:

- . serve in the role of group leader.
- . discuss ways in which students can assume more responsibility for their own individual work.
- . discuss the reasons why groups need rules.
- . list and discuss tasks which can be accomplished better by groups than by individuals.
- . show his ability to take part in a class discussion by raising his hand before speaking.

* These skills are to be added to those in preceding grades.

SECOND GRADE: GROUPS
STRAND V - VALUING

2

The student will:

- make a poster showing things related to his favorite holiday.
- make a poster showing happy words cut out of magazines.
- tell the class about the best present he ever received.
- tell the class about his favorite library book.
- make a list with the class of things that are fun to do.

SECOND GRADE: GROUPS

STRAND VI - MULTICULTURAL

23

The student will:

- List six ways in which "Happy New Year" is said in different languages.
- Identify five holidays which Americans celebrate which were originiated in other countries and locate the countries on a map.
- List some of the things in the classroom which were made in other countries.
- Make a collection of pictures of animals and classify by continent.
- Learn to say "hello" in at least three languages (chosen by languages spoken by students in class, if possible).

THIRD GRADE: COMMUNITIES

STRAND I - BASIC KNOWLEDGE

3

The student will be able to recall the role, title or name of the following:

- . Current Governor of State
- . Current President of United States
- . Current Principal of school
- . Martin Luther King

The student will be able to identify the events that occur on the following dates:

- . September 9 - California Admission Day
- . November 11 - Veteran's Day
- . May 30 - Memorial Day

The student will be able to identify and locate on a map:

- . San Mateo
- . Sacramento
- . California
- . Directions: North, South, East, West
- . Map symbols: compass rose, capital cities, print size relative to land area
- . United States
- . Canada
- . Mexico

The student will be able to visually identify the following things or people:

- . Current President
- . Current Governor
- . Traffic signs: stop sign, crosswalk, pedestrian crossing sign, traffic signals (go, stop, wait).

THIRD GRADE: COMMUNITIES

STRAND II - CONCEPTUAL UNDERSTANDING 3

The student will understand and incorporate into his vocabulary the following concepts:

ANTHROPOLOGY
- human beings
- protection
- language
- holidays

ECONOMICS
- goods
- services
- interdependent
- trade
- consumer
- producer

GEOGRAPHY
- compass
- directions
- symbols
- map
- distance
- county
- country/nation

HISTORY
- museum

POLITICAL SCIENCE
- freedom
- responsibility

PSYCHOLOGY
- unique
- love
- anger
- feelings

SOCIOLOGY
- groups
- cooperate
- conflict
- community
- family
- suburbs
- neighborhood
- population
- city
- role

OTHER
- safety
- earthquake

THIRD GRADE: COMMUNITIES

STRAND III - INVESTIGATION SKILLS 3

DATA COLLECTION SKILLS

The student will:

. collect and/or draw pictures of examples which fit under collective concepts (e.g. goods, services, communication, transportation, etc.)

ORGANIZATION SKILLS

The student will:

. classify examples under collective concepts (listed above).

. compare and contrast urban, suburban and rural communities in California.

PRESENTATION SKILLS

The student will:

. make a poster showing examples of collective concepts (listed above) and explain to the class why the examples fit the concept.

. make a pictograph

TERMINOLOGY

The student will: .

. use and understand the term "concept."

* These skills are to be added to those in preceding grades.

THIRD GRADE: COMMUNITIES

STRAND IV - SOCIAL INTERACTION SKILLS

The student will:

- . make and follow rules for the entire class.
- . role play a responsible student trying to convince others to be responsible.
- . vote for class and/or school officers.
- . discuss ways in which information can be collected and shared by the class.
- . show his responsibility by completing the task assigned to him by a group.

* These skills are to be added to those in preceding grades.

THIRD GRADE: COMMUNITIES

STRAND V - VALUING

3

The student will:

- make a bumper sticker which he would like to have on his own car.
- identify the kind of store he would most like to work in and tell why.
- make a list of the places in San Mateo County he would most like to visit and compile a class list.
- identify his favorite 1) instrument 2) song 3) singer.
- identify his favorite thing to do which doesn't cost any money and compile a class list.

THIRD GRADE: COMMUNITIES

STRAND VI - MULTICULTURAL 3

The student will:

- locate ten or more restaurants in San Mateo which serve ethnic food and indicate the country of origin.
- identify the five major languages spoken by San Mateo students other than English and learn to say hello in each.*
- locate the place of birth of each student in the class on a map.
- identify and list the number of foreign airlines that use the San Francisco Airport.
- identify ten Spanish street names in San Mateo and translate into English.
- identify and list ten names of towns in the Bay Area which have Spanish names.

* See Language Census of K-8 students in the San Mateo City Schools in Index.

FOURTH GRADE: PLANET EARTH
STRAND I - BASIC KNOWLEDGE

4

The student will be able to identify and locate on a map:

25 MAJOR NATIONS

- U.S.A.
- Canada
- Mexico
- Brazil
- Argentina
- Chile
- Cuba
- Panama
- England
- France
- W. Germany
- Spain
- Italy
- U.S.S.R.
- Egypt
- Republic of South Africa
- Saudi Arabia
- Israel
- Kenya
- Nigeria
- Japan
- China
- India
- Republic of China
- Australia

7 CONTINENTS

- North America
- South America
- Europe
- Asia
- Africa
- Australia
- Antarctica

4 OCEANS

- Pacific
- Atlantic
- Indian
- Arctic

LINES ON GLOBE

- Equator
- Tropic of Cancer
- Tropic of Capricorn
- Arctic Circle
- Antarctic Circle

The student will be able to recall dates of:

. Winter Solstice/First day of Winter (December 21)
. Summer Solstice/First day of Summer (June 22)

FOURTH GRADE: PLANET EARTH
STRAND II - CONCEPTUAL UNDERSTANDING

4

GEOGRAPHY

- globe
- North Pole
- South Pole
- equator
- hemisphere
  - northern
  - southern
  - eastern
  - western
- continents
- region
  - grassland
  - tundra
  - woodland
  - rain forest
  - desert
- island
- peninsula
- resources
- upstream
- downstream
- rotate
- seasons
- axis
- revolution
- year (solar)
- orbit
- solar system
- scale (map)
- planet

ANTHROPOLOGY

- Anthropology
- culture
- tools
- environment
- institution
- change
- beliefs
- basic needs

SOCIOLOGY

- differences
- sociology
- tribes
- nations

FOURTH GRADE: PLANET EARTH

STRAND III - INVESTIGATION SKILLS

DATA COLLECTION SKILLS

The student will:

- be able to collect and tally data based on direct observations.
- identify specific locations on a map using the legend.
- locate places on maps by using the index or gazeteer in an atlas.
- locate information in a book by using the table of contents and/or index.

ORGANIZATION SKILLS

The student will:

- identify the main idea from a written paragraph.
- distinguish between and list observations and inferences.
- contrast two or more things giving only similarities.
- infer sequence from written materials.
- construct line and bar graphs from given data.

PRESENTATION SKILLS

The student will:

- present a three minute oral report to the class.

TERMINOLOGY

The student will use, understand and distinguish between:

- history, geography and anthropology.
- line graph and bar graph.
- observation and inference.
- compare and contrast.

* These skills are to be added to those in preceding grades.

FOURTH GRADE: PLANET EARTH

STRAND IV - SOCIAL INTERACTION SKILLS

4

The student will:

- . evaluate his behavior as a class member.
- . evaluate his behavior as a committee member.
- . evaluate his behavior as a member of an audience in a school activity.
- . evaluate his behavior as a presenter in his class.
- . make decisions with the class regarding a class activity by voting.
- . be allowed to select a topic or assignment on his own for class work.

* These skills are to be added to those in preceding grades.

FOURTH GRADE: PLANET EARTH

STRAND V - VALUING

The student will:

- identify the country that he has not been to that he would most like to visit.
- list four things he could do to make others like him more and compile a class list.
- list school subjects in order from favorite to least favorite and indicate which he would most like to be better at.
- indicate whether he prefers team games or individual sports (no one on his side) and why.
- list (privately) the things he does which makes others unhappy.

FOURTH GRADE: PLANET EARTH

STRAND VI - MULTICULTURAL

4

The student will:

- identify and list at least seven basic needs of all humans.*
- identify and list five factors which are common to all cultures.+
- identify and list the five major religions in the world in order by number of members.
- identify the brands of automobiles owned by the class' parents and locate the country of origin on a map.
- identify ten or more foods students have at home which do not come from the U.S. and indicate their source.
- identify the main sports and games played in ten different nations around the world.
- identify four different cultural regions in the world and list five different cultural traits for each.+
- make a report to the class on a foreign country.

* See Basic Needs of All Humans in Index.

+ See Ten Components of Culture in Index.

FIFTH GRADE: U. S. STUDIES

STRAND I - BASIC KNOWLEDGE

5

The student will be able to identify the role and/or title of the following:

- Columbus
- Magellan
- Balboa
- Benjamin Franklin
- George Washington
- Thomas Jefferson
- Abraham Lincoln
- Robert E. Lee
- Susan B. Anthony

The student will be able to visually identify the following:

- Abraham Lincoln
- George Washington
- Martin Luther King
- Current President
- Eleanor Roosevelt

The student will be able to write or recite verbatim the Pledge of Allegiance.

The student will be able to list any of the following events in chronological order.

- Exploration Period
- Colonial Period
- Revolutionary War
- Civil War
- Westward Movement

The student will be able to identify the events that occurred on the following dates:

- 10/12/1492
- 7/4/1776

FIFTH GRADE: U. S. STUDIES
STRAND I - BASIC KNOWLEDGE (Continued) 5

The student will be able to identify and locate on a map.

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming
Mississippi River
Appalachian Mtns.
Great Lakes
Rocky Mtns.
Sierra Nevada Mtns.
Sacramento

FIFTH GRADE: U.S. STUDIES

STRAND II - CONCEPTUAL UNDERSTANDING 5

The student will understand and incorporate into his vocabulary the following concepts:

ANTHROPOLOGY
- explorer
- colony

ECONOMICS
- taxation
- boycott
- trade
- import
- export
- inventions
- agriculture
- industry

GEOGRAPHY
- canal
- state
- nation-country
- delta
- strait
- valley
- latitude
- longitude
- parallels
- route
- climate
- weather
- tributary
- source
- mouth

POLITICAL SCIENCE
- representative
- independence
- revolution
- convention
- constitution
- President
- amendment
- legislative branch
- judicial branch
- executive branch
- law

SOCIOLOGY
- immigrants
- settlers
- slavery

FIFTH GRADE: U.S. STUDIES
STRAND III - INVESTIGATION SKILLS

5

DATA COLLECTION SKILLS

The student will:

- locate a non-fiction library book using the card catalog.
- develop a questionnaire and collect and quantify data from fellow class members.
- write note cards and bibliography cards for research papers.

ORGANIZATION SKILLS

The student will:

- interpret data and circle graphs.
- find a location on a map using latitude and longitude coordinates.
- make their own legend and fill in a map.
- make a prediction based on data from a graph.
- distinguish between primary and secondary sources.
- state a generalization on request using specific concepts.
- make a genealogical chart.
- develop an outline on a particular period of history.
- write a research report with multiple sources and simple bibliography.
- list a series of four or more events showing progress in a particular field.

PRESENTATION SKILLS

The student will:

- present a three minute oral report to the class.
- produce a time-line using accurate scale for time.
- include a simple bibliography in a report.

FIFTH GRADE: U.S. STUDIES

STRAND III - INVESTIGATION SKILLS (continued) 5

TERMINOLOGY

The student will use, understand and distinguish between:

- . concept and generalizations
- . data and evidence
- . line, bar and circle graph
- . bibliography and index
- . prediction and trend.

* These skills are to be added to those in preceding grades.

FIFTH GRADE: U.S. STUDIES

STRAND IV - SOCIAL INTERACTION SKILLS

5

The student will:

- participate in a brain storming session by contributing ideas.
- discuss classroom activities as related to democratic principles.
- discuss the need to provide assistance or help to someone or group outside of the school (and follow through if the decision is made to do so.)
- discuss the need to change a school policy or rule (and follow through if the decision is made to do so.)
- discuss the need to initiate a change or a new activity in the classroom (and follow through if the decision is made to do so.)

* These skills are to be added to those in preceding grades.

FIFTH GRADE: U. S. STUDIES
STRAND V - VALUING

5

The student will:

- list five people who he believes are most admirable in American history and indicate why.
- list ten famous living people and afterward rank them in terms of their contribution to others.
- identify the things he owns that he would least like to give up.
- identify the thing that he would most like someone to do for him that doesn't cost any money.
- identify the place in America he has never been to that he would most like to visit.
- identify the game 1) he most like to play 2) would like to watch 3) plans to play when he gets older.

FIFTH GRADE: U.S. STUDIES

STRAND VI - MULTICULTURAL

5

The student will:

- identify and list five individuals of minority ethnic groups who made positive contributions to America's history.
- list twenty non-English words that are commonly used today and identify the native language.

  (Examples: taco, chauffeur, smorgasbord, et cetera)
- locate the place of birth of each student on a map and connect with strings to the country(s) from which his ancestors came.
- compile a collection of pictures from newspapers and magazines of famous living Americans of different ethnic origins.
- poll four adults to find out who they believe to be the ten most important Americans who ever lived and compile a class list.

SIXTH GRADE: MAN: A COURSE OF STUDY

STRAND I - BASIC KNOWLEDGE 6

The student will be able to identify the role and/or title of the following individual:

Jane Goodall

The student will be able to identify and locate on a map:

Canada
Greenland
Alaska
Bering Strait
Hudson Bay
Pelly Bay
The Arctic Circle
The North Pole
The Antarctic Circle
The South Pole
Kenya
Nairobi
Tanzania
Tanzanyika
Mt. Kilamanjaro

SIXTH GRADE: MAN: A COURSE OF STUDY

STRAND II - CONCEPTUAL UNDERSTANDING (6)

The student will understand and incorporate into his vocabulary the following concepts:

ANTHROPOLOGY
- basic needs
- culture
- folklore
- language

BIOLOGY
- structure
- function
- life cycle
- natural selection
- predator

GEOGRAPHY
- adaptation
- habitat
- polar projection

PSYCHOLOGY
- aggression
- displacement
- innate
- instinct
- learning

SOCIOLOGY
- belief
- cooperation
- dependence
- dominance
- life expectancy
- offspring
- socialization
- territoriality
- troop
- values

SIXTH GRADE: MAN: A COURSE OF STUDY
STRAND III - INVESTIGATION SKILLS

6

DATA COLLECTION SKILLS

The student will:

- . obtain information from reference library books other than the encyclopedia and almanac.
- . write a research report using references other than the encyclopedia and almanac (newspapers, periodicals, books, surveys, etc.)
- . develop a questionnaire and collect and quantify data from other students in the school.

ORGANIZATION SKILLS

The student will:

- . make an inference from data presented in either graph or written form.
- . write a complete definition of a concept.
- . given a definition make a list of examples and non-examples.

PRESENTATION SKILLS

The student will:

- . develop a model (diagram) which shows a sequence of events over a period of time.
- . make a five minute presentation to the class as a member of a group or committee.

TERMINOLOGY

The student will use, understand and distinguish between:

- . definition, synonym and example.
- . compare, contrast and analyze.
- . structural and functional analysis.
- . hypothesis and theory.

* These skills are to be added to those in preceding grades.

SIXTH GRADE: MAN: A COURSE OF STUDY

STRAND IV - SOCIAL INTERACTION SKILLS

6

The student will:

- participate in a group activity in which they are required to delegate responsibility to others for taking action.
- make a list of the statements which others make to him which make him happy and discuss with class.
- make statements to others which are intended to make them happy and report on the results of that activity.
- list and discuss the behaviors of uncooperative group members in a hypothetical situation.
- list and discuss the ways in which groups can pressure individual members to agree with them.
- list and discuss the reasons when it is important not to go along with group decisions or give in to group pressure.
- read one's own opinion on an issue that has arisen in class which is written down prior to hearing any other opinions expressed.

* These skills are to be added to those in preceding grades.

SIXTH GRADE: MAN: A COURSE OF STUDY

STRAND V - VALUING

6

The student will:

- list the things he most likes to do 1) alone 2) with others 3) that don't cost money.
- identify something that people his age frequently do that is wrong and indicate what kind of punishment is most appropriate.
- rank the following in order of importance: honesty, truthfulness, independence, responsibility, cooperation, thrift. Compare answers with the class.
- list those things which he feels are most important for everyone to learn.
- list those things which he would most like to learn to do which are not taught in school.
- list ten characteristics of people and identify which one he would like to be more of.

  (Examples: honest, friendly, happy, etc.)

SIXTH GRADE: MAN: A COURSE OF STUDY

STRAND VI: MULTICULTURAL

6

The student will:

- identify the surname origins of each member of the class.
- compare and contrast life style differences between technologically advanced and primitive cultures.
- discuss the effect of climate on cultural differences.
- discuss the effect of environmental differences on the development of language.
- compare and contrast the advantages of living in a technologically advanced or primitive culture.

SEVENTH GRADE: WORLD HISTORY

STRAND I - BASIC KNOWLEDGE

7

The student will be able to identify the role or title of the following people:

- Jesus Christ
- Buddha
- Socrates
- Mohammed
- Moses
- Gutenberg
- Leonardo da Vinci
- Marco Polo
- Napoleon
- Charles Darwin
- Karl Marx
- Winston Churchill
- Mohandas Gandhi

The student will be able to identify the events that occurred on the following dates:

- 1 AD
- 1492 AD

The student will be able to list any combination of the following events in chronological order:

- Birth of Christ
- Crusades
- Invention of Printing Press
- Exploration of New World
- Magna Carta
- United Nations

The student will be able to identify and locate the following on a map;

- 4 river valleys (Nile, Mesopotamia, Ganges, Yellow and Yangtze)
- Middle East
- South East Asia

SEVENTH GRADE: WORLD HISTORY

STRAND I - BASIC KNOWLEDGE (continued) 7

50 NATIONS AND 25 CAPITALS - EASTERN HEMISPHERE

United Kingdom - London
Ireland - Dublin
Norway - Oslo
Sweden - Stockholm
Finland - Helsinki
Denmark - Copenhagen
Netherland
Belgium - Brussels
France - Paris
Spain - Madrid
Portugal - Lisbon
Switzerland
West Germany - Bonn
East Germany - Berlin
Austria - Vienna
Hungary - Budapest
Poland - Warsaw
U.S.S.R. - Moscow
Czechoslovakia
Yugoslavia
Italy - Rome
Greece - Athens
Turkey
Israel - Jerusalem
Egypt - Cairo

Morocco
Ghana
Nigeria
Angola
Republic of South Africa
Kenya
Ethiopia
Saudi Arabia
Iran
Iraq
Pakistan
India - New Delhi
People's Republic of China - Peking
South Korea - Seoul
Japan - Tokyo
Republic of China (Taiwan)
Philippines
Vietnam - Hanoi
Cambodia
Burma
Thailand
Indonesia
Malaysia
Australia
New Zealand

The student will be able to visually identify the following:

Egyptian Pyramids
Egyptian Hieroglyphics
Religious symbols:
Christian Cross
Moslem Crescent
Star of David
Buddha

SEVENTH GRADE: WORLD HISTORY

STRAND II - CONCEPTUAL UNDERSTANDING

7

The student will understand and incorporate into his vocabulary the following concepts:

ANTHROPOLOGY

- Archeology
- Civilization
- Culture
- Prehistoric man

ECONOMICS

- Agricultural revolution
- Capitalism
- Communism
- Division of Labor
- Industrialization
- Production
- Socialism
- Trade

HISTORY

- Prehistory
- Middle Ages
- Renaissance
- Reformation
- Industrial Revolution
- Modern History

HUMANITIES

- Fine Arts

PHILOSOPHY

- Polytheism
- Monotheism

POLITICAL SCIENCE

- Anarchy
- Aristocracy
- Democracy
- Dictatorship
- Imperialism
- Monarchy
- Nationalism
- Republic

SOCIOLOGY

- Social mobility
- Status

SEVENTH GRADE: WORLD HISTORY

STRAND III - INVESTIGATION SKILLS

7

DATA COLLECTION SKILLS

The student will:

- . develop a questionnaire and collect and quantify data from both children and adults.
- . use quotation marks correctly to show citations in a research report.
- . take comprehensive and organized notes from a lecture.

ORGANIZATION SKILLS

The student will:

- . distinguish between events which do and do not have a cause and effect relationship.
- . identify three or more possible causes for the same event.

PRESENTATION SKILLS

The student will:

- . include a complete bibliography in a report.
- . write a research report using multiple sources.
- . develop an analysis chart showing comparable aspects of different events or time periods.
- . make an oral report to the class using visual aids of his own creation.

TERMINOLOGY

The student will use, understand and distinguish between:

- . primary and secondary resource.
- . political science and economics.
- . cause and effect and multiple causation.

* These skills are to be added to those in preceding grades.

SEVENTH GRADE: WORLD HISTORY

STRAND IV - SOCIAL INTERACTION SKILLS

7

The student will:

- discuss classroom activities as they relate to basic human needs on the District list.
- discuss the possibility of inviting someone to speak to the class who has the expertise to provide students with needed information.
- keep count of the number of times individuals participate in a group discussion and then discuss how group interaction can be improved.
- work in a group where each individual is allowed and required to participate an equal number of times.
- make a list of rules which will assist a group to arrive at decisions democratically.
- make a list of rules which will protect everyone's rights.
- list and discuss the best ways to convince others in a group to agree with your point of view.

* These skills are to be added to those in preceding grades.

SEVENTH GRADE: WORLD HISTORY

STRAND V - VALUING

7

The student will:

- list 10 people who he believes most admirable in world history and indicate why.
- identify three countries outside of the United States in which he would most like to live and indicate why.
- identify two ideas which have contributed most to human advancement and explain why.
- identify two inventions which are most important to human progress and explain why.
- identify two books which were very important to history and explain why.
- identify two documents which were very important to history and explain why.
- identify the characteristics which make someone a good world citizen and prioritize with the class.

SEVENTH GRADE: WORLD HISTORY

STRAND VI - MULTICULTURAL

7

The student will:

- identify and list ten major scientific achievements or contributions and indicate their origin. (Examples: Arabic numbers, Sputnik, printing press, etc.)
- identify and list the five major languages in the world.*
- identify at least ten nations less than twenty years old and locate them on a map.
- identify and list six nations in the world which produce automobiles and give two examples for each.
- identify the typical protein/carbohydrate/vegetable and fruit found on the menu for five foreign nations.
- compare and contrast the differences between nuclear and extended families and identify two foreign nations where each is typical.
- poll six adults to find out who they believe are the ten most important people in the history of the world and compile a class list.
- list and discuss the main factors which lead to intercultural misunderstanding.
- list and discuss the main factors which might increase intercultural understanding.

* See Principal Languages in Index.

EIGHTH GRADE: AMERICAN STUDIES
STRAND I - BASIC KNOWLEDGE

8

The student will be able to identify the role and/or the title of each of the following individuals:

- Paul Revere
- George Washington
- Benjamin Franklin
- Thomas Jefferson
- Abraham Lincoln
- U. S. Grant
- Robert E. Lee
- Theodore Roosevelt
- Franklin D. Roosevelt
- Thomas A. Edison
- Charles Lindbergh
- John F. Kennedy
- Martin Luther King, Jr.
- Current President
- Current Governor of California

The student will be able to identify the events that occurred on the following dates:

- July 4, 1776
- 1812
- 1861-1865
- 1917-1918
- December 7, 1941

The student will be able to identify and locate on a map:

- Each of the 50 states
- The original 13 colonies
- The Mississippi River
- The Ohio River Valley
- The Appalachian Mts.
- The Great Lakes
- The Rocky Mountains
- The Sierra Nevada Mountains
- Washington, D.C.
- Sacramento

The student will be able to list any combination of the following events in chronological order:

- Revolutionary War
- War of 1812
- California Gold Rush
- Civil War
- Spanish American War
- World War I
- The Great Depression
- World War II
- Vietnam War
- The Moon Landing

EIGHTH GRADE: AMERICAN STUDIES

STRAND I - BASIC KNOWLEDGE (continued)

The student will be able to visually identify the following things and people:

- White House
- Statue of Liberty
- George Washington
- Abraham Lincoln
- John F. Kennedy
- Martin Luther King, Jr.
- Current President

The student will be able to identify, as a result of reading or hearing, the following:

- First paragraph of the Declaration of Independence
- Preamble to the Constitution
- First paragraph of the Gettysburg Address
- The Pledge of Allegiance
- The National Anthem

Statistics

- Number of senators
- Term of office of president, senator, member of the House of Representatives, Supreme Court judge.

EIGHTH GRADE: AMERICAN STUDIES

STRAND II - CONCEPTUAL UNDERSTANDING

The student will understand and incorporate into his vocabulary the following concepts;

ECONOMICS

- Depression
- Inflation
- Labor
- Management
- Recession
- Supply and Demand
- Taxation
- Union

SOCIOLOGY

- Cultural Pluralism
- Immigration
- Integration
- Propaganda
- Racism
- Sexism

POLITICAL SCIENCE

- Capitalism
- Civil Disobedience
- Civil Rights
- Constitution
- Communism
- Domestic and Foreign Policy
- Democracy
- Executive Branch
- Federal Government
- Imperialism
- Judicial Branch
- Legislative Branch
- Local Government
- Republic
- Socialism
- State Government

EIGHTH GRADE: AMERICAN STUDIES

STRAND III - INVESTIGATION SKILLS

8

DATA COLLECTION SKILLS

The student will:

- obtain information by writing a request to a public or private agency.
- obtain quantifiable data by conducting an interview with both children and adults.

ORGANIZATION SKILLS

The student will:

- identify and classify four different types of value judgements (personal preference, goodness-badness, prescriptive, and analogous statements.)
- identify biased statements and the nature of the bias.
- identify and find examples of seven types of propaganda (name calling, transfer, testimony, bandwagon, glittering generalities, card stacking and homefolks.)

PRESENTATION SKILLS

The student will:

- write a paper which attempts to prove or disprove a stated hypothesis.
- write a formal research paper.
- participate in a debate in which each participant is allowed five minutes.
- make a dramatic presentation to the class with other students using a written script of their own creation.
- give a research report with visual aids.

TERMINOLOGY

The student will use, understand and distinguish between:

- bias and propaganda.
- sociology and psychology.
- value judgement (four types).
- objective and subjective statements.

* These skills are to be added to those in preceding grades.

EIGHTH GRADE: AMERICAN STUDIES

STRAND IV - SOCIAL INTERACTION SKILLS

The student will:

- . make a list of the ways in which a group's effectiveness can be evaluated.
- . list ways in which a member of a group can encourage others in a group to contribute their ideas.
- . list ways in which people can earn the respect of others.
- . list ways which will make others want to be your friend.
- . carry on a conversation with one or two others in which no one is allowed to speak unless a comment made to them requires them to do so. (One person must begin.)

*These skills are to be added to those in preceding grades.

EIGHTH GRADE: AMERICAN STUDIES

STRAND V - VALUING

The student will:

- list those qualities that are most important for a nation's leader to have and prioritize them.
- list the qualities most desirable in a friend and rate themselves on each using a five point scale.
- list the qualities most desirable in an employee.
- debate the topic "Maintaining high employment is more important than reducing pollution."
- write pro and con arguments for both sides on the issue "More weapons will help to maintain peace."
- debate the topic "Free speech must be protected, even when I disagree with the views being expressed."
- discuss how one maintains or loses personal integrity with the class.
- list ten people in American history who are most admirable and indicate why.
- identify the right which American citizens have which he believes is most important and explain why.
- identify one law he believes is unjust and explain why.
- identify the kind of job he would most like to have and explain why.
- complete a social-distance scale (in private) and discuss the meaning of the scale with the class.

EIGHTH GRADE: AMERICAN STUDIES

STRAND VI - MULTICULTURAL

The student will:

- identify ten major non-Anglo national level politicians in America and indicate their origin.
- identify the major period of immigration for ten different ethnic or cultural groups who came to the United States.
- locate two examples of ethnic or cultural bias in newspapers or periodicals.
- list four major problems which are common to all people on Earth.
- poll six adults to find out who they believe were the five most important American women who ever lived and compile a class list.
- identify six nations which provide the United States with essential imports.
- find four news stories in which differences play a major part and discuss in class.

I N D E X

A. Seven Types of Propaganda

B. Ten Components of Culture

C. Value Judgements - Four Types

D. Principal Languages of the World

E. Basic Needs of All Humans

F. Language Census of K-8 Students in the San Mateo City Schools

SEVEN TYPES OF PROPAGANDA

Propaganda means information issued for the purpose of promoting a particular point of view in such a way that people will not evaluate it critically.

Seven common types of propaganda are:

Name-calling - Attaching a negative name to certain things or people.

Transfer - The repeated connection of two or more unrelated things so that they appear to be related.

Testimony - A statement by an individual that something has great (or no) worth or value.

Bandwagon - The support of many individuals for a particular thing or person.

Glittering Generalities - Using nice sounding phrases which have no real meaning to describe a thing or person.

Card Stacking - Presenting information or data in a selective or biased manner in order to make certain things appear better or worse than they are.

Homefolks - The attempt to make powerful and important people or organizations appear humble or commonplace.

TEN COMPONENTS OF CULTURE

1. Food
2. Shelter
3. Clothing
4. Tools
5. Music and Dance
6. Arts and Crafts
7. Beliefs
   a. Folklore
   b. Customs
   c. Ceremonies
8. Social Order
9. Roles and Behavior
10. Child Rearing

(c) by Stepping Stones

VALUE JUDGEMENTS - FOUR TYPES

All value judgements are statements which rate or indicate the worth of things. Some value judgements are obvious while others are more difficult to identify as such. They can be broken down into the four types listed below.

1. Personal Preference Statements
   Examples: I like . . ., I enjoy . . ., I prefer . . . ,
   I want to . . . .

2. Goodness - Badness Statements
   Examples: X is good, X is bad, X is awful, X is lovely,
   X is fine, X is nasty.

3. Prescriptive Statements
   Examples: You should . . ., They ought . . . , We should not . . . ,
   He ought not . . . , One need not . . . .

4. Analogous Statements
   Examples: X is like little jewels. Y is as dumb as an ox.

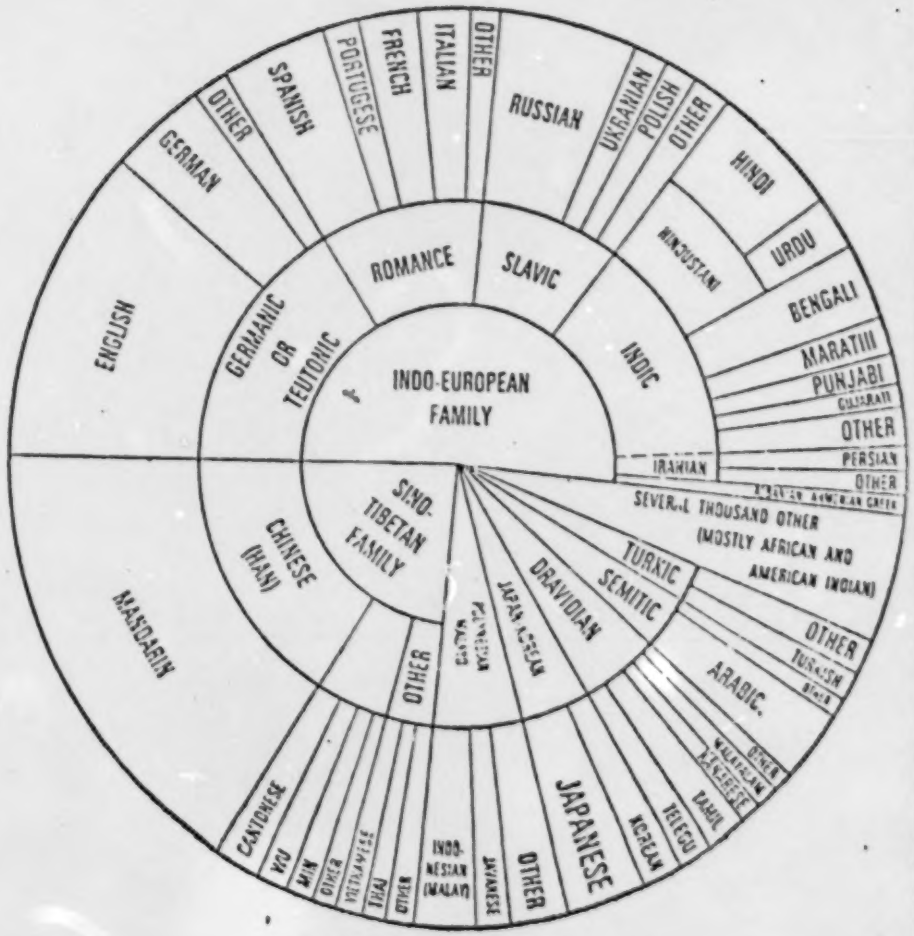
Who Speaks What?

OUT OF A TOTAL world population estimated at more than 2½ billion, almost two-thirds (about 1.5 billion) speak five languages: English, Chinese, Spanish, French and Russian. That leaves about 2,995 languages (exclusive of dialects) to divide among the rest of the world.

Of course, the "big" languages are not numerically on a par. As against Chinese with its 700 million, and English with 350 million, Italian has only about 60 million. Only Chinese, English, Hindi-Urdu (of India and Pakistan), Spanish and Russian go well beyond 100 million.

Russian is the official language over one-sixth of the land's surface, with English covering almost as much surface. But distribution (where you will encounter the language as you travel) must also be considered in "rating the importance" of a language. From the distribution standpoint, English, French, Arabic, Portuguese, and Spanish hold top places, with German and Italian speakers likely to be encountered anywhere. (The linguistic results of colonialism tend to linger on.)

Though English ranks third as to the number of speakers in the world, the volume of written information in English makes it the most valuable right now among the major languages of the world. One good indication is the number of newspapers in English (2,400) compared with the next biggest newspaper language, Spanish (1,000) among the popular languages.



PRINCIPAL LANGUAGES OF THE WORLD

BASIC NEEDS OF ALL HUMANS

Anthropologists have attempted to determine the universals in human behavior, that is, the types of behavior found in all cultures past and present, primitive and advanced. Listed below is one such list of needs. By studying this list it is possible to determine the motives for such human behavior. It should also be noted that some of these basic needs conflict with others.

Physical Needs

1. Air
2. Water
3. Food
4. Clothing

Psychological Needs

5. Privacy
6. Sexual expression
7. Mental and physical health
8. Economic security
9. Companionship and mutual devotion
10. Recognition and status
11. Variation and recreation
12. Education, skills and information
13. Participation and sharing of authority
14. Immediate meaning and significant direction

In his studies of needs and motivation, Abraham Maslow has developed a hierarchy of human needs. He believes these are sought in ascending order. Each of the lower needs must be satisfied before an individual concerns himself with higher level needs. Also once a lower need is satisfied it ceases to be a motivator.

FIRST LANGUAGE AND DOMINANT LANGUAGE CENSUS OF K - 8 STUDENTS IN THE SAN MATEO CITY SCHOOLS

LANGUAGES	K - 5 First Lang.	K - 5 Dominant Lang.	Middle Sch. First Lang.	Middle Sch. Dominant Lang.	Total District First Lang.	Total District Dominant Lang.
Chinese:#	28	69	46	15	74	84
Cantonese	--	--	3	--	3	--
Mandarin			4	2	4	2
Japanese	83	52	22	21	105	73
Korean	36	22	7	4	43	26
Filipino: #	11	7	3	3	14	10
Tagalog	9	1	3	2	12	3
Ilocano				1	--	1
Visayan	8	2	--	--	8	2
Tongan	40	21	9	5	49	26
Samoan	7	4	--	1	7	5
Pidgin*						
Thai	1	--	--	1	1	1
Taiwanese	5	3	4	1	9	4
Vietnamese	18	13	13	--	31	13
Guamanian*						
Burmese*						
Indian (East):						
Hindi	18	10	7	--	25	10
Urdu	2	--	--	--	2	--
Gujarati	6	3	--	2	6	5
Punjabi	--	--	1	--	1	--
Kashmiri	2	--	--	--	2	--
Tamil	1	--	--	--	1	--
Arabic	14	8	5	--	19	8
Turkish	5	1	1	5	6	6
Iranian:						
Farsi	7	2	6	5	13	7
Assyrian	2	2	1	1	3	3
Armenian	7	7	--	--	7	7
Hebrew	1	--	--	--	1	--
Yiddish*						
Russian:	14	3	3	7	17	10
Latvian*						
Lithuanian*						
Estonian	4	4	--	1	4	5
Ukrainian	8	6	1	2	9	8